

Appointment of

Fixed term (two years)

Full time

**Trainee Teacher of Mathematics**

For 1 September 2018 to 31 August 2020



The Godolphin and Latymer School  
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# Working At Godolphin and Latymer

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Godolphin and Latymer is one of the country's leading independent day schools for girls. Founded in 1905, it has been both a state grammar school and an independent school in its 112 years. Located in Hammersmith, West London, close to the exciting cultural life of the capital, the school is a dynamic and energetic community of 800 girls, together with approximately 150 teaching and support staff. There are approximately 220 girls in the Sixth Form, studying for both the IB and A levels. Hammersmith itself is very conveniently situated less than 20 minutes from central London, sitting on a beautiful stretch of the River Thames and with plenty to offer, including several fine restaurants and two of London's best theatres.

Godolphin and Latymer is an academically selective school and our girls are bright, enthusiastic and inquisitive. They love learning and are increasingly demonstrating their ability to be creative and critical thinkers, keen to solve problems using their own intellectual resources. Teaching here is a most rewarding experience. Girls are motivated and engaged in their learning. Our harmonious community is socially, culturally and ethnically diverse, indicative of the cosmopolitan world of West London. Our catchment area is relatively wide, encompassing all areas of West London, plus a number of areas further afield from which girls are able to commute easily to Hammersmith because of its excellent transport links. (We are a couple of minutes from both of Hammersmith's tube stations and its bus station.) Relationships between girls and all staff are superb and we place great significance on valuing the individual and expecting the highest of standards in all that we do. The school is governed by principles of mutual respect, tolerance and consideration for others. Girls are very supportive of each other, sensitive and aware of others' needs and proud of their school and its ethos and history. A fine example of this is the extensive support given to our Bursary Fund by all sections of the school community, present and past.

Pastoral care and working collaboratively with parents is fundamental to the success of our girls. We value good communication between all sections of our community and try to be proactive in keeping up to date, all who are involved with the school. The school plays a key role in the local area; girls take part in voluntary work schemes with many local businesses and institutions. We run a number of community events including; a public lecture series, the annual arts festival, monthly tea parties for the local elderly, and the weekly Ancient World Breakfast Club.

The school's facilities are excellent and the governors are aware of the need to ensure that such standards are maintained. Our sports facilities include a full-size all-weather hockey pitch and three netball courts, which convert into twelve tennis courts during the summer term, all of which are floodlit, and the Hampton Sports and Fitness Centre (new and purpose-built for September 2015), which contains a four court sports hall, a climbing wall, a dance studio and a fitness suite. Our performing arts centre, the Bishop Centre, housed in the imaginatively converted church of St John the Evangelist, together with the Rudland Music School, is also a recent example of the investment that is crucial to the school's continued development. Teaching and learning resources are plentiful and the use of ICT to facilitate learning is at the forefront of our current strategy. iPads are used by the girls in learning and all teaching staff are given iPads. The school aims to be forward-looking in its approach to teaching and learning and emphasis is placed on pedagogical development amongst all teaching staff.

Extra and super curricular activities play a fundamental part in the education we offer here. All staff play a full part in this aspect of our school's life, with numerous opportunities to lead activities, and to develop interests old and new, in school and on visits both in the UK and abroad. Girls are active participants in this programme, both as leaders and contributors, as well as benefitting from the extensive variety of the provision.

## **Why work at Godolphin and Latymer?**

The staff are thoroughly professional, highly qualified and knowledgeable, enthusiastic and passionate about their own subjects, as well as understanding the importance of the breadth of the educational experience that we provide.

The school is characterised by a warm and welcoming atmosphere and a mutually supportive approach. Expectations of staff are high, but equally, personal workloads are carefully considered by the supportive leadership team. There are plenty of opportunities for further appropriate professional development and a generous inset budget is provided. Support staff and teaching staff are valued equally for their part in the overall success of the school and there is a strong sense of camaraderie and fun!

The governors are keen to ensure that staff remuneration is always competitive and that staff are fairly rewarded for their commitment to the school.

Staff turnover is relatively low, indicating a stable staff, yet we also pride ourselves on the welcome and support that we give to new colleagues and we very much value their ideas and contributions. People enjoy working here!

# Your Professional Duties

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## **Your professional duties**

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

You are expected to act in accordance with the aims, policies and administrative procedures of the School.

The following duties shall be deemed to be included in the professional duties which you will be required to perform:

### **Teaching**

Planning and preparing courses and lessons

Teaching, according to their educational need, the pupils assigned to you; setting and marking work (including examinations) to be carried out by the pupils in School or elsewhere.

Assessing, recording and reporting on the development, progress and attainment of pupils.

### **Other activities**

Promoting the general progress and well being of individual pupils and of any class or group of pupils assigned to you.

Providing guidance and advice to pupils on educational and social matters.

Making records and reports on the personal and social needs of the pupils.

Communicating and consulting with the parents of pupils.

Communicating and co-operating with persons or bodies outside the School.

Participating in meetings arranged for any of the purposes described above.

Accompanying pupils on visits away from the School.

Participating in the extra-curricular programme.

### **Assessment and reports**

Providing or contributing oral and written assessments, reports and references relating to individual pupils and groups of pupils.

### **Appraisal**

Participating in any arrangements that may be made for teacher review.

### **Further training and development**

Reviewing from time to time your methods of teaching and programme of work.

Participating in arrangements for your professional development.

### **Educational methods**

Advising and co-operating with the Head Mistress and other teachers (or any one or more of them) on the preparation and development of courses of study, teaching materials, teaching programmes, methods of teaching and assessment of pastoral arrangements.

### **Child protection, discipline, health and safety**

Promoting and safeguarding the welfare of children and young persons for whom you are responsible and with whom you come into contact.

Maintaining good order and discipline among the pupils and safeguarding their health and safety both when they are on the School premises and when they are engaged in authorised school activities elsewhere.

### **Staff meetings**

Participating in meetings at the School which relate to the curriculum for the School or the administration or organisation of the School, including pastoral arrangements.

### **Public examinations**

Participating in arrangements for preparing pupils for and supervising them during public examinations and providing assessments.

### **Administration**

Participating in administrative and organisational tasks related to such duties as are described above, including the management or supervision of persons providing support for the teachers in the School and the ordering and allocation of equipment and materials.

Attending assemblies, registering the attendance of pupils and supervising pupils, whether these duties are to be performed before, during or after School sessions.

### **Flexibility**

You may be required to undertake such other reasonable duties from time to time as the School may reasonably require.



# The Trainee Teacher Programme

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Training and induction takes place 'on the job' in a two-year salaried post. Trainees will be in the classroom, teaching a reduced timetable (between 70 per cent and 80 per cent), giving time for preparing lessons, continuing professional development, study towards the Post-Graduate Certificate in Education (PGCE) and other induction and mentoring. They will teach their specialist subject, and will be encouraged to take part in the extra-curricular activities that are so important to school life, enabling them to be part of the school community throughout their training period.

Trainees will broaden their experience through placements at other schools, including those within the maintained sector. They also receive extensive and continuous support from their colleagues, including specifically assigned in-school mentors and fellow trainees, the awarding body, and through training and networking opportunities which will be offered both online and face-to-face.

We will place trainees on a PGCE course and they will complete their PGCE within the first year of the programme, gaining Qualified Teacher Status. PGCE study will be a combination of distance learning, written assignments, teaching practice and face-to-face training and development events, all with the support of a PGCE Tutor from the associated university, a subject mentor and the school's induction tutor.

The school will pay for the PGCE, statutory induction, and other CPD offered by the Teacher Training programme; the trainee will not be required to contribute to these costs directly. The starting salary will reflect the trainee's status as an unqualified member of staff undergoing intensive training. The appointee will move onto the Godolphin and Latymer Teaching Salary Scale as a newly-qualified teacher (NQT) in their second year in post.

During the second year of the programme, trainees will undertake statutory induction and networking events provided by the Independent Schools' Teacher Induction Panel, as well as further training and professional development provided and delivered by the awarding body.

Appointment is conditional upon successful completion of the DfE professional skills tests and upon acceptance onto the relevant PGCE course.

Further information about the type of trainee scheme available can be found at [www.hmcteachertraining.org.uk](http://www.hmcteachertraining.org.uk).

The appointment is for two years in the first instance. Subject to performance, and an appropriate vacancy, it is envisaged that the person appointed would be able to continue in post for the completion of the Teacher Training Programme.

# Person Specification

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Applicants should:

- Be well-qualified and likely to achieve a good honours degree in the subject you would like to teach;
- Have a strong commitment to acquiring a teaching qualification;
- Possess an interest in education and an awareness of current developments in curriculum and assessment, particularly those involving your subject although you are not expected to have any teaching experience. Any experience in teaching, such as in a GAP year project or in a voluntary capacity, is likely to be helpful;
- Demonstrate a clear motivation to work with young people, with the ability to form and maintain appropriate relationships and personal boundaries with young people;
- Show emotional resilience and a positive attitude;
- Be able to inspire and motivate others, being firm but fair;
- Have excellent interpersonal skills, be an excellent communicator, orally and in writing, with girls, parents and other staff;
- Manage your time effectively;
- Be discreet and adhere to confidentiality;
- Have the capacity and commitment to develop the use of ICT to support learning;
- Be willing to be involved in the school's extra-curricular programme;
- Be committed to safeguarding and to promoting the welfare of children.



# The Department

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Mathematics is a popular subject at Godolphin and Latymer with nearly 60% of the sixth form taking mathematics for A Level or IB. A wide variety of mathematics activities take place. We aim to challenge and stretch our pupils, to give them confidence and to introduce them to the excitement involved in the development of the subject.

The department is well staffed with 13 full time members and there is considerable interaction and collaboration within the department. All members of the department contribute to the varied mathematics enrichment program on offer within the school.

In Year 7, girls are taught in their forms, but years 8 to 11 are taught in sets. The highest ability sets have about 25 pupils, tapering to the lowest with about 10. All girls are entered for the Higher Level papers of Edexcel's International GCSE (IGCSE). This continues unchanged at present. Our most talented mathematicians will also go on to take OCRs Free Standing Mathematics Qualification in year 11.

Mathematics is a very popular choice for girls entering the sixth form. At AS and A Level, it is taught in groups of about 10, which are determined by their other A-level subject choices and not by ability. We will be offering the new AQA linear A Level Mathematics and Further Mathematics from September 2017.

From September 2005, 20% to 30% of the Sixth Form have been following the IB Diploma Programme, all of whom study Mathematics at either Higher or Standard Levels.

All members of the department teach Mathematics at A Level and have the opportunity to teach different levels of the IB as well. The ability to teach Further Mathematics / Higher Level IB is preferred.

The department is very well resourced with its own library. There is easy access to IT facilities with software packages available on the school network for both class and individual use. All students are equipped with iPads and a range of educational and mathematical apps are available.

We enter a team for the London based Hans Woyda Mathematics Competition and the Mathematics Team Challenges and all girls enter the United Kingdom Schools' Mathematics Challenge appropriate to their age. Each year, Year 10 girls attend a Maths in Action day and also the L6 / U6. A few girls in Year 9 attend Master Classes at the Royal Institution. A termly Mathematics competition for the lower school is run within the school and middle school students are invited to participate in an annual cryptography competition. The department organise a Mathematics competition for local primary schools and runs a number of other one off events, such as number day and puzzle day. Mathematics Office Hours (drop-in session for the girls) is run twice a week at lunchtime.

Each year, two or three girls go on to study Mathematics at university and for many others their Mathematics in the Sixth Form is an important supporting subject.

# Salary, Hours and Benefits

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The salary awarded will depend on experience and qualifications of the successful candidate. The Governors review salaries each year to ensure they remain competitive. Salaries are paid by account transfer on the 25th day of each month, or the previous working day, in twelve equal payments.

## **Hours**

Teaching staff are expected to be in School for 8.25am and the school day ends at 4.00pm (3.05pm on Fridays). However, hours are as required to fulfil the duties of this role both before and after school hours.

## **Benefits include:**

*Staff Fee Remission* – staff are eligible for fee remission, currently 66% of the basic school fee for a full-time employee; part-time staff are eligible to a reduction a pro-rata basis. The continuance of School fee remission is at the discretion of the Governors.

*Longer holidays than the maintained sector.*

*iPads* – all teaching staff are given iPads.

*Membership of the Teachers' Superannuation Scheme* - teachers are automatically enrolled into the Teachers' superannuation scheme.

*Enhanced sick and maternity/paternity pay arrangements* – the school offers additional support to staff via its sick and family friendly policies.

*BUPA* – membership of BUPA private medical insurance scheme at a reduced rate.

*Personal Accident Insurance* – staff are covered for permanent disability resulting from an accident, whether at School or elsewhere. Cover is provided for 365 days of the year.

*Advance purchase of travelcards with monthly repayments* – the School will pay for your travelcard (minimum three month card) and collect the repayments, at cost, over the life of the travelcard.

*Childcare Voucher Scheme* – the School offers staff the opportunity to join the tax advantageous childcare voucher scheme.

*Lunches and Refreshments* – lunches and refreshments provided in the Staff Room and Staff Dining Room are provided by the School to all members of staff, free of charge.

*School Nurse and Doctor on site* – the school medical department employs two school nurses and the school doctor is on site for half a day every week.

*Fitness Facilities* – staff are able to use the fitness facilities in the Hampton Sports and Fitness Centre and the school's outdoor sports facilities.

*Staff wellbeing* – there is a selection of wellbeing sessions that staff can attend, including acupuncture massage, yoga, zumba, rock climbing and kickboxing.

# Application

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Please read the recruitment pack carefully including the School's Safeguarding and Recruitment policies. Fully completed application forms should be returned to the Personnel Department at the School by post or by email to [recruitment@godolphinandlatymer.com](mailto:recruitment@godolphinandlatymer.com) as soon as possible.

Please note that applications must be made on the school's application form. CVs alone will not be accepted.

Applications will be considered on receipt and interviews may occur at any stage.

## **Equal Opportunities**

It is the policy of The Godolphin and Latymer School to provide equal opportunities for all qualified individuals regardless of race, colour, religion, ethnic or national origin, sexual orientation, age, gender medical condition or disability.

## **Safeguarding**

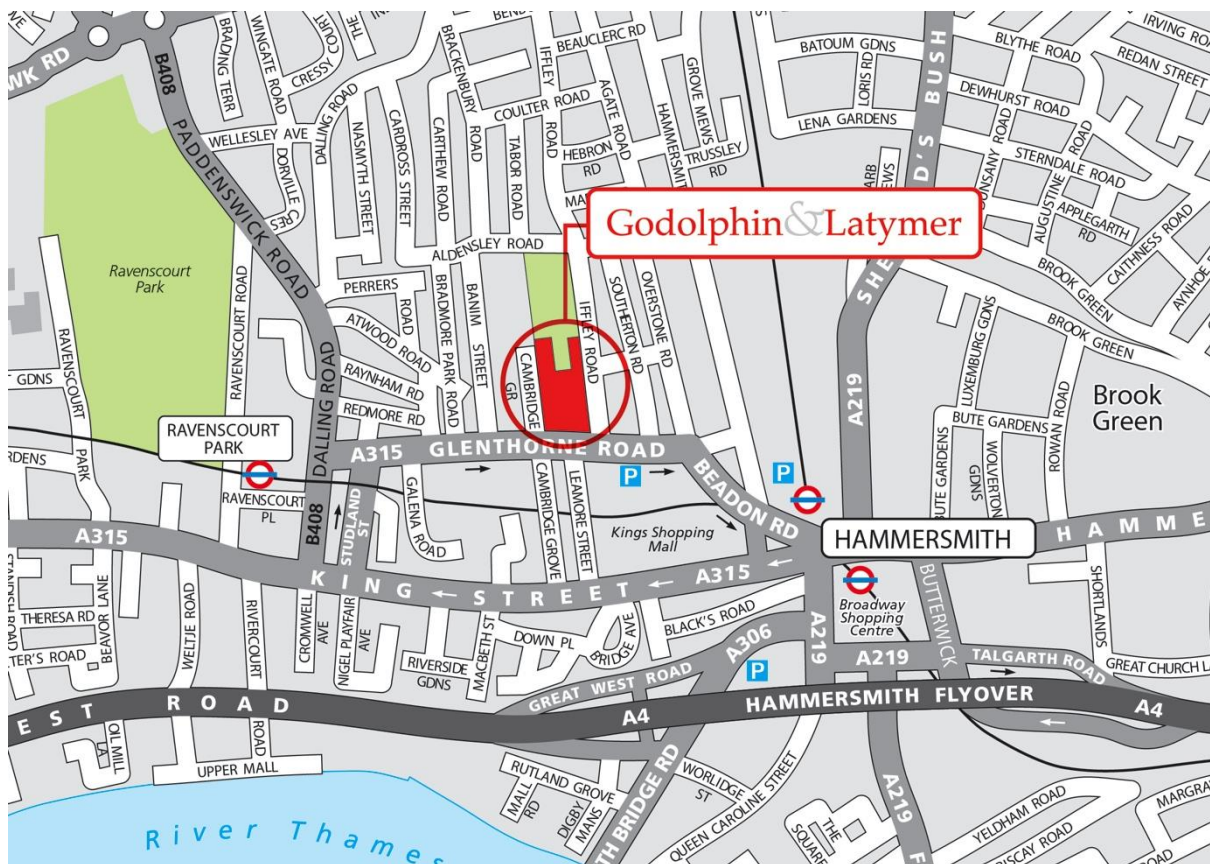
Candidates should be aware that all posts in the School involve some degree of responsibility for safeguarding children. This post is exempt from the Rehabilitation of Offenders Act 1974 and, therefore, all convictions, cautions and bind-overs, including those as "spent" must be declared. The successful candidate will be required to complete a Disclosure & Barring Service application. References will be sought on short-listed candidates and we may approach previous employers for information to verify particular experience and qualifications. The successful candidate will also be required to provide original certificates of qualification and undergo a medical examination prior to taking up the post.

## **Charitable status**

The Charity called The Godolphin and Latymer School (charity registration number 312699) is administered by The Godolphin and Latymer School Foundation, a charitable company limited by guarantee (Company number 3598439).

# Location

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## Nearest Underground Stations:

Hammersmith (District, Piccadilly, and Hammersmith & City Lines)  
Ravenscourt Park (District Line).

## Bus Routes

To Hammersmith Broadway:

9, 10, 27, 33, 72, 190, 209, 211, 220, 266, 283, 295, 391, 419

To Glenthorne Road: 27, 190, 266, 267, 391, H91

## By Car

There is a one-way system in Hammersmith.

From Hammersmith Broadway: turn left into King Street, take the 2nd right into Cambridge Grove, turn right into Glenthorne Road and turn left into Iffley Road for the school.

## Car Parking

We regret that there is no car parking available in the school grounds, but there is a public car park (entrance in Glenthorne Road) only a few minutes from the school, which is inexpensive. There is also a limited amount of pay and display parking in the surrounding streets.

Please note that the entrance to the school and the staff car park is on Iffley Road.

## On Arrival

Please report to Security.

